DOCUMENT RESUME

ED 262 629 FL 015 304

TITLE	Saudi Arabic Arabic. Materials Status Report.
INSTITUTION	Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.
SPONS AGENCY	Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
PUB DATE	Nov 85
CONTRACT	1735-507041
NOTE	39p.
PUB TYPE	Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Arabic; Content Analysis; Dialects; Dictionaries; Difficulty Level; *Evaluation Criteria; Foreign Countries; Information Sources; *Instructional Material Evaluation; Language Styles; *Media Selection; Native Speakers; Publications; Second Language Instruction; Standard Spoken Usage; Textbooks; *Uncommonly Taught Languages; Written Language
IDENTIFIERS	*Arabic (Saudi)

ABSTRACT

The materials status report for Saudi Arabic is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching a given language to English speakers. Each report consists of: (1) a brief narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations consisting of a general description, including publication information, an overview of the contents, and statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED262629

Language/Area Reference Center

Materials Status Report

SAUDI ARABIC

November, 1985

Center For Applied Linguistics
1118 22nd Street, NW
Washington, D.C. 20037

FL015304

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

CAL

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Materials Status Reports - General Description

This Materials Status Report is one of forty-one prepared by the Language and Area Reference Center, Center for Applied Linguistics, for the members of the Interagency Language Roundtable, under Contract No. 1735-507041 between CAL and the Foreign Service Institute, Department of State.

The purpose of the reports is to provide the non-specialist with a picture (as of 1985) of the availability and quality of texts teaching the language(s) to English speakers. Reports have been prepared for the following languages:

Afghan Persian (Dari)	Bengali	Indonesian	Sinhalese
Afrikaans	Berber (all dialects)	Kongo	Somali
Amharic	Bulgarian	Kurdish	Shona
Arabic/Libyan	Burmese	Korean	Slovak
Arabic/Saudi	Cambodian	Lao	Tagalog
Arabic/Gulf	Czech	Malay	Thai
Arabic/Sudanese	Dutch	Mongolian	Tigrinya
Armenian	Finnish	Ngala	Uigur
Azerbaijani	Hausa	Pashto	Vietnamese
Baluchi	Hindi	Portuguese	Xhosa
			Zulu

The Materials Status Reports consist of:

1. A one- or two-page narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of programs, linguists who have worked on the language, native speakers, and other information of use to the individual or agency planning a course in the language.

2. A bibliography of materials, grouped as follows: Basic Level Teaching Materials; Advanced Level Teaching Materials; Refresher/Maintenance Materials; Reference Materials; and Dictionaries. The terms "basic level" and "advanced level" are defined by the government-wide proficiency levels: materials bringing the student to proficiency level 2 in speaking and/or reading are categorized as "basic", whereas materials bringing the student to levels higher than 2 are categorized as "advanced". The dictionaries listed are bilingual dictionaries with English as one of the languages. Materials are categorized according to our evaluators' judgment as to their best use in classes today, and not according to the authors' intentions; e.g. a good traditional grammar-translation text will be categorized as reference, rather than as basic teaching materials.

All materials known to us are listed in the bibliography. For the more uncommon languages, e.g. Uigur, all sources have been evaluated (if we were able to find them). For the more common languages, e.g. Finnish, we did not evaluate pre-World War II materials except for widely-acknowledged classics. Unevaluated materials are listed alphabetically by author at the end of the bibliography.

3. Individual materials evaluations for each of the texts listed in the bibliography. A particular evaluation consists of a general description, including publication information, an overview of the contents, and statements about the quality of the language used; a "meta-criteria" form by which the general quality of the text, in terms of language taught and overall quality of presentation, are evaluated. More specific information is presented, on following forms, for those texts which have been judged to be of reasonable quality. The evaluations have been made by native speakers of the languages, and by linguists/language teachers recognized for their knowledge of the languages.

We have discovered, in the process of developing the Materials Status Reports, that the same set of materials will frequently appear under different editions and reprintings, and also under different titles, different publishers, and even different authors. In these cases, we generally choose the most recently appeared set for evaluation, and discuss the publication history on the description page of the individual evaluation. Occasionally, we are aware of later editions from the one we have access to; the existence of the later edition is also mentioned on the description page.

The Materials Status Reports are available from the ERIC Document Reproduction Service.

Center for Applied Linguistics/LARC
Materials Evaluations - 1985
Materials Status Report - Narrative SAUDI ARABIC

Language, dialects, standards. Saudi Arabic, as all Arabic dialects, is the spoken medium. It is spoken in Saudi Arabia, and is characterized by many regional varieties, although all are mutually intelligible. It is used in informal conversation, and sometimes in the schools (although this is never officially sanctioned, since Modern Standard Arabic is the official language). There is no standard, no written form of the dialect. Saudi Arabic is mutually intelligible with Gulf Arabic and most other Arabic dialects to some extent.

Writing system. Not applicable. Arabic colloquials are not written languages.

Production of written language. Not applicable.

Difficulty for English speaking learners.

Phonology: Several segments are extremely difficult for the speaker of English to distinguish and pronounce (e.g. the pharyngeals). Other smaller problems, like double consonants.

Syntax: Extremely difficult. Arabic is a Verb-subject-object language, with clause structure radically different from English. Arabic also has a complex morphological structure.

Vocabulary: Difficult. No cognates with English.

Writing system: not applicable.

Usable existing texts.

Basic level: Omar, Saudi Arabic, Urban Hijazi dialect, FSI, 1975.
Van Wagoner, Spoken Arabic (Saudi), 1977.

Advanced level: none

Refresher-Maintenance: none

Reference: none

Dictionaries: none

Electronic: none

Native speaker availability in the U.S. Quite a few native speakers, very few with linguistic training.

Existing programs, classes. FSI, DLI, none at universities.

Linguist resources: Peter Abboud, University of Texas-Austin.

Basic Level Teaching Materials

ARAMCO. Pocket Guide to Arabic. Dhahran, Saudi Arabia: ARAMCO, 1954. [PJ6843.A7] [86pp]

ARAMCO. Conversational Arabic. Dhahran, Saudi Arabia: ARAMCO, n.d.

Holes, Clive. Colloquial Arabic of the Gulf and Saudi Arabia. London: Routledge and Kegan Paul, 1984.

Omar, Margaret K. Saudi Arabic, Urban Hijazi Dialect. (Basic Course Series) Washington, DC: Foreign Service Institute, 1975. [xvii, 288p] [ED 112 665]

Van Wagoner, Merrill Y., Arnold C. Satterthwait and Frank A. Rice. Spoken Arabic (Saudi). Ithaca, NY: Spoken Language Services, Inc., 1977. (Reprint of Introduction to Spoken Arabic of Eastern Saudi Arabia. Long Island, NY: Arabian-American Oil Co., Language Training Program, 1950.) [192p]

Advanced Level Teaching Materials

none

Refresher-Maintenance Materials

none

Reference Materials

Abboud, Peter F. The Syntax of Najdi Arabic. Ann Arbor, MI: University Microfilms, 1964. [111p]

Engelhardt, Bert A. Some Basic Grammatical Structures of Colloquial Arabic: Based on the Dialect of the Townspeople of Hofuf, Eastern Saudi Arabia. Washington, DC: Foreign Service Institute, 1960. [PJ6860.A4.E53]

Sieny, Mahmoud Esma'il. The Syntax of Urban Hijazi Arabic. London, England: Longman, 1978.

Dictionaries

none

Electronic Materials

none

Materials Not Evaluated

Jidda Arabic. Jidda, Saudi Arabia: Foreign Service Institute, American Embassy 1963. [189p]

U.S. Defense Language Institute. Saudi-Arabic Headstart Program. 8 modules. Monterey, CA: Defense Language Institute, Foreign Language Center, 1980.

INDIVIDUAL MATERIALS EVALUATION

Basic Course Materials

SAUDI ARABIC
ARAMCO, Pocket Guide

ARAMCO. Pocket Guide to Arabic. ARAMCO Arabic Language Series. Dhahran, Saudi Arabia: Arabian American Oil Company, 1954.

Specific language/dialect taught: Gulf Arabic, Saudi

Type of text: Basic Level Teaching Material

Publication information: Out of print. [PJ6843.A7] Copy at CAL.

Intended users: English-speaking, American employees of ARAMCO in Saudi Arabia

Format: book with record

Overall grammatical/pedagogical approach: none

Presentation of language: Arabic in transcription, although the Arabic alphabet is introduced.

Physical quality of book: n/a

Editorial quality of target language: good

Editorial quality of English: Excellent

Overall organization of text:
[86pp]

1. Introduction--the alphabet is introduced
2. Conversations in Arabic--"A Visit," "To the Suq," and "Getting Acquainted"
3. Vocabulary
4. Grammar Sketch--Stress, masc. and fem., nouns, pronouns, verbs, negatives
5. Aids to Conversation (Days of the week, telling time, numbers, colors, etc.

Vocabulary areas covered: General communication and survival in newcomer situations. Some vocabulary non-specific.

General comments:

CPT page label: SARARAM1

LARC staffer: McKerren

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

SAUDI ARABIC
ARAMCO, Pocket Guide

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		X		
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		X X X		
Are the materials usable in language teaching contexts?	*	* X		

* Specific language-teaching context

Basic Courses	X
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	
Electronic Aids	

Comments:

Evaluator: Aziz el-Mouloudi

Date: October, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

SAUDI ARABIC
ARAMCO, Pocket Guide

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral			Reading		
	Y	S	N	Y	S	N
Development of ability to use the language in appropriate contexts		X				X
Presentation, explanation of basic grammatical structures	X					
Development of accurate pronunciation			X			
Development of automaticity, fluency			X			
Development of appropriate range of vocabulary	X					
Presentation of cultural and functional information		X				
Development of encoding, decoding skills (in non-roman alphabets)						X
Development of basic reading skills						X

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?			X
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?			X
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			X
Do the materials include guides for teaching?			X
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?		X	
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	X		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?			X

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

SAUDI ARABIC
ARAMCO, pocket guide

	Y	S	N
Do the materials appropriately integrate the use of English in class?		X	
Are the materials likely to be visually appealing to the student?			X
Do the materials expose students to language material above their momentary level?			X
Do the materials enable the student to develop coping skills to handle language material above their momentary level?			X
Do the materials include a wide range of learning activities for the student?			X
Are the materials considered successful by current users, if any?	?		
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			X
Are lessons in the materials organized around functions to the exclusion of grammar?	X		
Are lessons in the materials organized around grammar to the exclusion of functions?			X

Comments:

Evaluator: Aziz el-Mouloudi

Date: October, 1985

ARAMCO. Conversational Arabic. ARAMCO Arabic Language Series. Arabian American Oil Co., n.d.

Specific language/dialect taught: Gulf Arabic, Saudi

Type of text: Specialized Pedagogical, Conversational Text

Publication information: Out of print. [PJ 6853.A72] Copy at CAL.

Intended users: English-speaking ARAMCO employees who have mastered Basic Arabic and Spoken Arabic (also ARAMCO publications).

Format: book

Overall grammatical/pedagogical approach:

Presentation of language: Arabic is in transcription

Physical quality of book: n/a

Editorial quality of target language: good

Editorial quality of English: Excellent

Overall organization of text:
[viii, 159pp]
I. Conversations--dialogues based on live speech as used in everyday situations.
II. Constructions--analysis of the dialogues in the form of "buildups". These buildup constructions of utterances illustrate applied grammar by showing how words are formed (morphology) and how they fit together in larger units (syntax).

Vocabulary areas covered: General communication and survival

General comments: The constructions section is designed primarily for self-study.

CPT page label: SARARAMB1

LARC staffer: McFerren

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

SAUDI ARABIC
ARAMCO, Conversational

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	X X X			
Are the materials usable in language teaching contexts?	* X	*		

* Specific language-teaching context

Basic Courses	X
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	
Electronic Aids	

Comments:

Evaluator: Aziz el-Mouloudi

Date: October, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

SAUDI ARABIC
ARAMCO, Conversational

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:

	Oral			Reading		
	Y	S	N	Y	S	N
Development of ability to use the language in appropriate contexts	X					X
Presentation, explanation of basic grammatical structures	X					
Development of accurate pronunciation			X			
Development of automaticity, fluency	X					X
Development of appropriate range of vocabulary	X					X
Presentation of cultural and functional information			X			
Development of encoding, decoding skills (in non-roman alphabets)						X
Development of basic reading skills						X

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?			X
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?			X
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			X
Do the materials include guides for teaching?			X
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	X		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	X		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		X	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

SAUDI ARABIC
ARAMCO, Conversational

	Y	S	N
Do the materials appropriately integrate the use of English in class?	X		
Are the materials likely to be visually appealing to the student?			X
Do the materials expose students to language material above their momentary level?		X	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		X	
Do the materials include a wide range of learning activities for the student?			X
Are the materials considered successful by current users, if any?	?		
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			X
Are lessons in the materials organized around functions to the exclusion of grammar?		X	
Are lessons in the materials organized around grammar to the exclusion of functions?			X

Comments:

Evaluator: Aziz el-Moulourdi

Date: October, 1985

Y = yes; S = somewhat; N = no

Holes, Clive. Colloquial Arabic of The Gulf and Saudi Arabia. London, England: Routledge and Kegan Paul, 1984.

Specific language/dialect taught: Arabic, Colloquial dialect of the Gulf and Saudi Arabia.

Type of text: Basic level teaching material

Publication information: First published in 1984; 1985 price $10.95. Copy at CAL.

Intended users: English-speaking teachers, engineers, businessmen, and others who need to acquire a working knowledge of Gulf Arabic. No previous knowledge of Arabic is assumed.

Format: book with one cassette tape.

Overall grammatical/pedagogical approach:

Presentation of language: Gulf Arabic in transcription throughout.

Physical quality of book: fine quality softbound

Editorial quality of target language: good

Editorial quality of English: Excellent

Overall organization of text: [vi, 319pp]
Introduction includes background information on the complexity of Arabic and the plethora of dialects. There are sections on how to use the book, and a pronunciation guide.
20 units, three review units, answer-key to the exercises, and appendices outlining some of the differences of formal and informal colloquial speech.
Each unit contains a number of grammatical points, followed by relatd exercises for practice,and a vocabulary summary of new words encountered in the unit.

Vocabulary areas covered: Mainly communication and survival in newcomer situations.

General comments:

CPT page label: GARHOLEA1

LARC staffer: McFerren

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) Arabic, Gulf/Saudi

(text) Colloquial Arabic (Gulf) S. Arab

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: An acceptable textbook for acquiring reading knowledge of this dialect variety

Evaluator: Aqil S. Ebraheem Date: October 15, 85

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Gulf / Saudi Arabic
(lg)
Stolz, Colloquial
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts	✓					✓
Presentation, explanation of basic grammatical structures	✓					
Development of accurate pronunciation	✓					
Development of automaticity, fluency		✓				
Development of appropriate range of vocabulary	✓					
Presentation of cultural and functional information	✓					
Development of encoding, decoding skills (in non-roman alphabets)						✓
Development of basic reading skills						✓

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			•
Do the materials include guides for teaching?	✓		
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		✓	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Gulf/Saudi Arabia
(lg)
Hala, Colloquial
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?	✓		
Are the materials likely to be visually appealing to the student?	✓		
Do the materials expose students to language material above their momentary level?			✓
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		✓	
Do the materials include a wide range of learning activities for the student?		✓	
Are the materials considered successful by current users, if any?	✓		
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			✓
Are lessons in the materials organized around functions to the exclusion of grammar?		✓	
Are lessons in the materials organized around grammar to the exclusion of functions?		✓	

Comments: A good general reference and useful textbook for beginners. The grammar seems to be well graded and so are the . . . texts -

Evaluator: [illegible] Date: [illegible]

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

SAUDI ARABIC
Omar, Basic Course

Omar, Margaret K. Saudi Arabic (Urban Hijazi Dialect). Washington, DC: Foreign Service Institute, 1975.

Specific language/dialect taught: Arabic, Saudi dialect

Type of text: basic level teaching material

Publication information: Available at 1985 price of $10.65. Copy at CAL.

Intended users: Beginning level FSI students--designed to help students attain an S-2 proficiency level.

Format: book

Overall grammatical/pedagogical approach: Audio-lingual

Presentation of language: Arabic in transcription throughout. Student is introduced to Arabic alphabet from the beginning, however.

Physical quality of book: Paperback, FSI format

Editorial quality of target language: excellent

Editorial quality of English: Excellent

Overall organization of text: [xvii, 288pp]
Introduction outlines the three dialect groups of Saudi Arabia
50 lessons, each arranged as follows;
1) Dialogue; 2) Structure sentences--link dialogues with grammatical notes;
3) Grammatical notes; 4) Vocabulary notes; 5) Drills;
6) Situations--sentence given in English, student provides Arabic;
7) Cultural notes; [Every 10th lesson is a review]
Appendices: Specialized vocabulary; social expressions; gestures; Saudi names; Arabic-English Glossary

Vocabulary areas covered: Communication and survival in newcomer situations

General comments:

CPT page label: SAROMARA1

LARC staffer: McFerren

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

SAUDI ARABIC
Omar, Saudi Arabic

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	 X X X			
Are the materials usable in language teaching contexts?	* X	*		

* Specific language-teaching context

Basic Courses	X
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	
Electronic Aids	

Comments:

Evaluator: Aziz el-Mouloudi

Date: October, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Gulf / Saudi Arabia
(lg)
Oman, Saudi Basic Course
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts		✓				✓
Presentation, explanation of basic grammatical structures		✓				
Development of accurate pronunciation	✓					
Development of automaticity, fluency		✓				
Development of appropriate range of vocabulary	✓					
Presentation of cultural and functional information		✓				
Development of encoding, decoding skills (in non-roman alphabets)						✓
Development of basic reading skills						✓

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?		✓	
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?		✓	
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?		✓	
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		✓	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Gulf / Saudi Arabia
(lg)
Basic Saudi Basic Course
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?	✓		
Are the materials likely to be visually appealing to the student?		✓	
Do the materials expose students to language material above their momentary level?			✓
Do the materials enable the student to develop coping skills to handle language material above their momentary level?			✓
Do the materials include a wide range of learning activities for the student?		✓	
Are the materials considered successful by current users, if any?		✓	
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?		✓	
Are lessons in the materials organized around functions to the exclusion of grammar?			✓
Are lessons in the materials organized around grammar to the exclusion of functions?			✓

Comments: This text is helpful in building up a good introductory vocabulary and basic grammar, as the native language is English it may not be useful as a reader.

Evaluator: Aziz Al Ghamdy Date: October 10, 1985

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

Van Wagoner, Merrill Y., Arnold Satterthwait. and Frank Rice. Spoken Arabic (Saudi). Ithaca, NY: Spoken Language Services, Inc., 1977.

Specific language/dialect taught: Arabic, Saudi dialect

Type of text: Basic level teaching material

Publication information: First prepared in 1950 by the linguists of ARAMCO's Training Department for use at the Foreign Service Training Center. Reprinted in 1977 by Spoken Language Services and presently available from SLS for $8. Copy at CAL.

Intended users: Beginning-level students of Saudi Arabic. No knowledge of Modern Standard Arabic is necessary. Designed for use in the classroom or for self-study.

Format: book with tapes

Overall grammatical/pedagogical approach: structural

Presentation of language: Arabic in transcription throughout

Physical quality of book: fine quality paperback

Editorial quality of target language: excellent

Editorial quality of English: Excellent

Overall organization of text:
I. Key to Pronunciation
II. 12 units, each arranged as follows:
1. Basic sentences (recorded) 2. Review (recorded)
3. Grammar Analysis 4. Conversations 5. Arabic-English Vocabulary
III. List of Numbers
IV. List of Verbs V. English-Arabic Vocabulary
VI. Appendix--Model Training Conversation (for training Saudi employees)

Vocabulary areas covered: Vocabulary geared towards use by American oil company employees: communication with Saudis in an oil company milieu. ("Laying a Pipe," "A New Employee," "In the Dining Hall," "Interview." Some communication and survival in newcomer situations: "At the Market," "Seeing Dhahran," etc.

General comments:
CPT page label: SARVWAGA1
LARC staffer: McPerren

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Al-Kitaab (lg)
Van Ess, Spoken Arabic (text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓			
Are the materials usable in language teaching contexts?	✓*	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: a good general reference - the material is generally organized around general.

Evaluator: Alice F. Omaggio Date: October 26, 1985

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Gulf/Saudi Arabia
(lg)
Van Wagoner, Spoken Arabic
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts	✓					
Presentation, explanation of basic grammatical structures	✓					
Development of accurate pronunciation	✓					
Development of automaticity, fluency		✓				
Development of appropriate range of vocabulary	✓					
Presentation of cultural and functional information		✓				
Development of encoding, decoding skills (in non-roman alphabets)					✓	
Development of basic reading skills						✓

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?		✓	
Do the materials include guides for teaching?	✓		
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		✓	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Gulf / Saudi Arabic
(lg)
Van Wagoner, Spoken Saudi
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?	✓		
Are the materials likely to be visually appealing to the student?	✓		
Do the materials expose students to language material above their momentary level?			✓
Do the materials enable the student to develop coping skills to handle language material above their momentary level?			✓
Do the materials include a wide range of learning activities for the student?		✓	
Are the materials considered successful by current users, if any?		✓	
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			✓
Are lessons in the materials organized around functions to the exclusion of grammar?			✓
Are lessons in the materials organized around grammar to the exclusion of functions?		✓	

Comments: a good textbook, to be used mainly as a reference for practice of grammatical materials

Evaluator: [illegible] Date: October 20, 1985

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

INDIVIDUAL MATERIALS EVALUATION

Advanced Course Materials

INDIVIDUAL MATERIALS EVALUATION

Refresher-Maintenance Materials

Reference Materials

Abboud, Peter F. "The Syntax of Najdi Arabic," Ph.D. thesis, the University of Texas, Austin, Texas, May 1964.

Specific language/dialect taught: Arabic, dialect of the Najd region, Saudi Arabia

Type of text: Reference

Publication information: [PJ 56850.N4 A2] Sample at CAL.

Intended users: linguistic specialists

Format: dissertation

Overall grammatical/pedagogical approach: n/a (Models used, however, are Immediate Constituent analysis, as well as String Constituent analysis.)

Presentation of language: Arabic in transcription

Physical quality of book: n/a

Editorial quality of target language: excellent

Editorial quality of English: Excellent

Overall organization of text: [111pp]
I. Introduction (aim, corpus, method of study; previous studies)
II. Parts of Speech V. III. Equational Sentences IV. Phrases
V. Transformations VI. Concord VII. Sentences
Notes and bibliography

Vocabulary areas covered: wholly non-specific

General comments:

CPT page label: SARABBOA1

LARC staffer: McFerren

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

SAUDI ARABIC
Abboud, Syntax of Najdi

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	 X X X			
Are the materials usable in language teaching contexts?	*	*	X	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: Meant for the elucidation of Najdi syntax and intended for the linguist. Would be of no use to the language learner.

Evaluator: Aziz el-Mouloudi

Date: October, 1985

Engelhardt, Bert A. Some Basic Grammatical Structures of Colloquial Arabic (based on the dialect of the townspeople of Hofuf, Eastern Saudi Arabia). Washington, DC: Foreign Service Institute.

Specific language/dialect taught: Saudi Arabic, dialect of Hofuf, Saudi Arabia

Type of text: Reference, grammar

Publication information: Out of print; sample pages at CAL; [PJ6860.A4 E53], Georgetown University Call No.

Intended users: English speakers, students at any level, linguistic specialists

Format: bok

Overall grammatical/pedagogical approach: structural

Presentation of language: transcription

Physical quality of book: n/a

Editorial quality of target language: excellent

Editorial quality of English: Excellent

Overall organization of text:
[79pp]
Explains the tri-consonantal root set in a framework of adjacent consonants and vowels in Arabic. The author shows the manipulation of roots in suffixing, infixing, prefixing and doubling to change the meaning of a word or its part of speech.

Vocabulary areas covered: wholly non-specific

General comments:

CPT page label: SARENGEA1

LARC staffer: MF

SAUDI ARABIC
Engelhardt, Grammatical Structures

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		X		
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	 X X X			
Are the materials usable in language teaching contexts?	*	*	 X	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: Based on the dialect found in a tiny town in Eastern Saudi Arabia, it is too narrow for general use.

Evaluator: Aziz el-Mouloudi

Date: October, 1985

Sieny, Mahmoud Esma'il. The Syntax of Urban Hijazi Arabic. London, England: Longman, 1978.

Specific language/dialect taught: Saudi Arabic, urban dialect of Hijaz

Type of text: Reference

Publication information: [PJ6843.S54 1978]

Intended users: book

Format: transformational

Overall grammatical/pedagogical approach: transcription throughout

Presentation of language: n/a

Physical quality of book: n/a

Editorial quality of target language: very little, but excellent

Editorial quality of English: excellent

Overall organization of text:
[xvi, 207pp]
1. introduction
2. parts of speech
3. sentence level constructions
4. clause level constructions
5. peripheral clause level tagemes
6. phrase level constructions
7. transformations
8. concord

Bibliography.

Vocabulary areas covered: wholly non-specific, illustrative of grammar.

General comments:

CPT page label: SARSIENA1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Syrian (lg)
Syntax of Urban Hijazi Arab (text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	*	*	X	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: a linguistic analysis of the dialect, not the used as a textbook —

Evaluator: Aziz Ghadessy Date: October 21, 85

BEST COPY AVAILABLE

Dictionaries

Electronic Materials